

South Carolina

Consolidated State Application Accountability Workbook

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)**

**DUE: JANUARY 31, 2003
May 8, 2003**



**U. S. Department of Education
Office of Elementary and Secondary Education**

Washington, D.C. 20202

Instructions for Completing Consolidated State Application Accountability Workbook

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

Transmittal Instructions

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to conapp@ed.gov.

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims
U.S. Department of Education
400 Maryland Ave., SW
Room 3W300
Washington, D.C. 20202-6400
(202) 401-0113

PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.

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Summary of Implementation Status for Required Elements of
State Accountability Systems

Status	State Accountability System Element	
Principle 1: All Schools		
F	1.1	Accountability system includes <i>all schools and districts in the state</i> .
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .
F W	*1.3	Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4	Accountability system provides <i>information in a timely manner</i> .
F	1.5	Accountability system includes <i>report cards</i> .
F	1.6	Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students		
F	2.1	The accountability system includes <i>all students</i>
F	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3	The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations		
F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F W	*3.2a	Accountability system establishes a <i>starting point</i> .
F	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c	Accountability system establishes <i>intermediate goals</i> .
Principle 4: Annual Decisions		
F	4.1	The accountability system <i>determines annually the progress</i> of schools and districts.

STATUS Legend:

F – Final state policy

P – Proposed policy, awaiting State approval

W – Working to formulate policy

* W status reflects high school timeline waiver in Critical Elements 1.3 and 3.2a.

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Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

F – Final policy
P – Proposed Policy, awaiting State approval
W – Working to formulate policy

PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> • The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

Every public school and school district will be required to make adequate yearly progress for the 2002-03 school year and will be included in the State Accountability System.

This is documented in the June 2002-03 Accountability Manual, Section II, Identification of School/Program Units for Report Cards, published by the Education Oversight Committee which cites:

"Report cards are to be issued for each school or district to include the following:

- Each school or district organizational unit assigned a Basic Educational Data System (BEDS) code by the State Department of Education unless requested by the district;
- Each special school operating under the auspices of the State of South Carolina including those operated by the Department of Juvenile Justice; the Felton Laboratory School at South Carolina State University; the Governor's School for the Arts and Humanities; the Governor's School for Science and Mathematics; the John de la Howe School; the Palmetto Unified School District; the South Carolina School for the Deaf and the Blind; and the Wil Lou Gray Opportunity School."

All school districts and schools, including those with variant grade configurations and alternative schools operating as separate schools according to BEDS codes, will be required to make adequate yearly progress (AYP). A student in an alternative school or multi-school special education program, for accountability purposes, is included in the school that maintains membership for the student. This school may be the sending school or if the receiving school or program has individual school status, the school will be given the AYP status for the students who attend even if they come from multiple settings. Our state treats charter schools as regular public schools, not as individual local educational agencies, thereby holding them to AYP as any other school. Public schools that serve special populations will also be held accountable. The South Carolina Readiness Assessment allows the State to review the K-2 schools' implementation of content standards and to examine program effectiveness.

Page 6, Accountability Manual

For the approximately 23 schools comprised of grades K-2 where no grade is assessed, backmapping will be done from grade 3. Students will be backmapped based on the school feeder pattern. In the absence of a distinct feeder pattern, students will be tracked back based upon the K-2 attendance site of the majority of the students.

The South Carolina School for the Deaf and Blind is included under the State Accountability System. The State assures that the adequate yearly progress measure will be applied on an annual basis to all public schools, including the School for the Deaf and Blind.

The Department of Juvenile Justice (DJJ) is not a public school. They operate with a separate School Board, through a separate designation, under the State Department of Education. The students at DJJ will take the state's PACT assessments. Information shared by the Department of Juvenile Justice shows the average length of stay for these students, by site, as follows:

Birchwood High School (Grades 9-12)	87 Days
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Willow Lane Middle and Greenwood School for Females (Grades 6-12)	64 Days
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Detention Center School and Evaluation Center Schools (Grades 6-12)	21 Days
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Wilderness and Marine Institutes (Grades 6-12)	52 Days
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Based upon the fact that the majority of the students at these sites are not enrolled at the site for the full academic year, no AYP calculation/designation will be applied.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

The AYP definition will be integrated into the State Accountability System through a joint agreement between the SDE and the Education Oversight Committee. This will allow all public schools and school districts, as stated in Critical Element 1.1, to be judged systematically on the basis of the same criteria when making an AYP determination.

New schools and schools that have been reconstituted (defined as a school having a change in the grades served such as a reconstitution of grade levels or an aggregation of grade levels, not a school in school improvement) will be included in the AYP reporting process. They will be held to the annual objective of AYP at the conclusion of their first full year of operation.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

Status: Final Policy (Grades 3-8)

The State Board of Education, through the SDE, developed assessments, referred to as the Palmetto Achievement Challenge Test (PACT), in mathematics and English/language arts for grades 3-8. Approval has been granted for these assessments by the peer review process conducted by the United States Department of Education.

The baseline administration of the PACT was conducted in April 1999. Based on data collected and a "book-marking" procedure, performance level standards were established. The four performance levels indicate how an individual student is performing based on the curriculum standards assessed by PACT. "The performance levels are:

Below Basic

A student who performs at the below basic level on the PACT has not met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education.

Basic

Performance at the basic level means a student passed the test. A student who performs at the basic level on the PACT has met minimum expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is minimally prepared for work at the next grade.

Proficient

A student who performs at the proficient level on the PACT has met expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is well prepared for work at the next grade. The proficient level represents the long-term goal for student performance in South Carolina.

Advanced

A student who performs at the advanced level on the PACT has exceeded expectations for student performance based on the curriculum standards approved by the State Board of Education. The student is very well prepared for work at the next grade."

Accountability Manual, pages 7 & 8

The alternate assessments are aligned to extended standards, not grade level standards. The performance levels have the same names and labels as the regular PACT test.

Status: Working on Policy (High School)

Based upon a timeline waiver agreement with the United States Department of Education, the completion date for the high school assessment for grades 9-12 is December 2003. This process will include administering the High School Assessment (Census Field Test) by June 2003. Evidence of performance standards established will be presented to USDE between July 1 and December 30, 2003.

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	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

The Palmetto Achievement Challenge Tests (PACT) are administered in the spring to allow for assessment of the full year of student attainment. The assessments are 75 percent multiple choice and 25 percent open-ended or extended responses. The test contractor has indicated that July is the earliest date by which complete test data can be returned to the SDE.

In order to meet the mandates of No Child Left Behind (NCLB) for the next school year, the State will issue preliminary AYP results and will notify schools and districts that are failing to show progress of their improvement determinations. Preliminary AYP results will be calculated using spring PACT below basic and basic rosters and a review of historical performance data. By using both current preliminary data and historical data (defined as past test data and the past adequate yearly progress design showing the number of times in and the opportunity for getting out), the chances of a misidentification of a school are small and in cases where there is any question, identification will not be made until August. Upon receipt of the preliminary notice, schools and districts will be required to notify parents of their school choice options for all students who are assigned to a school that has been identified for improvement on this preliminary basis. Parent notification will take place no later than August 20 allowing alternative school assignments to be made as early as possible in the new school year.

Final school and district accountability reports and AYP determinations will be issued by September 15. Once final results are issued, we will revise the list of schools identified for improvement to reflect any changes as a result of the final analysis. Districts, upon receipt of these final accountability results, will notify parents of the final results and make mid-year choice available in any cases where the preliminary AYP finding did not identify a school for school improvement. In cases where a school was preliminarily identified but does not appear on the final list of schools identified for improvement, the school and its district will be informed and relieved of prospective requirements. Any school choice commitments (i.e. transportation) that were based on the preliminary identification will be honored for the full school year.

The proposed timeline follows:

- | | |
|----------|--|
| June 15 | Using initial PACT rosters and historical data, pre-identify schools needing to implement choice options to allow parents and schools planning time. Schools and districts begin to review data. |
| July 31 | Anticipated return of test data by the contractor. |
| Aug. 15 | Release preliminary identification (very close to an accurate list) of school/district Improvement sites. Two week window starts for schools/districts to appeal data. |
| Aug. 20 | District notification to parents of potential choice and supplemental services options. |
| Sept. 15 | Release final confirmation of school and district improvement. |
| Sept. 15 | Districts notify parents of final confirmation including choice and supplemental services. Implementation of both options. |

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

South Carolina issues a State Report Card under our present State Accountability System. A copy of this year's report card has been provided as Attachment A. The current report card includes all of the required data elements of NCLB, with the exception of three elements (teacher qualifications, attendance, graduation rates.) The new report card for reporting 2003 data will address all of the required elements.

According to the Education Accountability Manual, "the current state accountability system mandates the issuance of school and district report cards. The report cards must be furnished to schools no later than November 1st and to parents and the public no later than November 15th. School and district report cards are mailed to parents of the school and the school district by the SDE. Schools, in conjunction with the school district board, must also advertise the results of their report card in an audited newspaper of general circulation in their geographic area within 45 days of receipt of the report cards from the State Department of Education. The advertising requirement is waived (Proviso 1A.56) if the audited newspaper has previously published the entire report card results as a news item." The current report card will be revised for use in our state accountability system to report results of the 2002-03 school year.

Achievement results and school and district improvement information will be disseminated as part of the report card prior to the beginning of the academic year. This will allow parents information in a timely manner to make informed choices for their child's education. The rest of the information will be disseminated as part of the report card as soon as possible, but no later than November 15.

With over 50 different languages spoken in South Carolina and less than one percent of the population speaking languages other than English, it is not practicable to make the State report card accessible in languages other than English. However, translation services are available in Spanish from the SDE and the Education Oversight Committee has model report cards available in Spanish. (Accountability Manual, page 51.)

Timeline:

July 31	Anticipated return of test results by the test contractor.
August 15	Preliminary State Report Card disseminated (to include achievement information and preliminary school and district improvement identification). Two week window starts for schools and districts to appeal data and identification.
August 20	District notification, as applicable, to parents of potential Choice and supplemental services options
September 15	Release final confirmation of school and district improvement . Districts notify parents of final confirmation including choice and supplemental services options. Implementation of choice and supplemental services options.
November 1-15	Final State Report Card disseminated

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs? ²	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

Status: Final Policy

Awards

As cited in the Education Accountability Act, Section 59-18-1100, "The State Board of Education, working with the division and the Department of Education, must establish the Palmetto Gold and Silver Awards Program to recognize and reward schools for academic achievement. Awards will be established for schools attaining high levels of absolute performance and for schools attaining high rates of improvement."

The state system of awards will be applied uniformly across the state to all schools and districts. Title I awards will apply only to Title I schools.

The state awards are under review to ensure they are based on the achievement results of all students. Other than awards for the K-2 schools where no grades are assessed, it appears all steps and processes are in place.

Accountability Manual, pages 52 & 53

Timeline:

April 2003	Review by the Education Oversight Committee
April 2003	State approval by the SDE
April 2003	Processes revised and approved

Sanctions

As cited in the Education Accountability Act, Section 59-18-1510, "when a school receives a rating of unsatisfactory or upon the request of a school rated below average, an external review team must be assigned by the Department of Education to examine school and district educational programs, actions, and activities." Further, Section 59-18-1560 states "when a district receives a rating of below average, the State Superintendent, with the approval of the State Board of Education, shall appoint an external review committee to study educational programs in that district and identify factors affecting the performance of the district." The teams include representatives from selected school districts, respected retired educators, SDE staff, higher education representatives, parents from the district, and business representatives. As stated, the role of the team is to make recommendations for intervention and assistance. As part of this intervention, teacher specialists, curriculum specialists, and principal specialists are also placed on site to work with many of the schools on a daily basis for a three-year commitment.

The state mandated system of sanctions will be applied uniformly across the state to all schools and districts. Title I sanctions, including school choice, supplemental services, corrective action, restructuring, and other requirements of NCLB, will apply to all Title I schools failing AYP, regardless of state rating.

The criteria for awarding excellent or good absolute ratings under the EAA will be revised to reflect the school or district's AYP for all students. A school or district that earns an excellent or good absolute rating but fails to make AYP for all students will have its rating dropped one level.

We are currently discussing how to tier services, based on AYP performance to comply with NCLB, thereby maximizing the limited resources available.

Accountability Manual, pages A-10 through A-16.

Timeline:

February – March, 2003 Process revised and approved

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
2.1 How does the State Accountability System include all students in the State?	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	Public school students exist in the State for whom the State Accountability System makes no provision.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

The definition of a public school and LEA as noted in response to Critical Element 1.1 will apply for this element as well. To further clarify this issue, Section 59-18-320(B) of the Education Accountability Act states:

“After review and approval by the Education Oversight Committee, the standards based assessment of mathematics, English/language arts, social studies, and science will be administered to all public school students to include those students as required by the 1997 reauthorization of the Federal Individuals with Disabilities Act and by Title I at the end of grades 3 through 8.”

“For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student’s Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities.” Alternate assessments will be used as appropriate and those results will be included in the accountability system as well.”

Accountability Manual, page A-4

Students with significant disabilities who cannot participate in the PACT assessment even with accommodations or modifications participate in PACT-Alt. PACT-Alt. is a portfolio-based assessment, aligned to extended standards. The testing contractor scores the portfolios and these scores are included in the accountability system.

District Test Coordinator’s Manual for PACT-Alt 2002-03.

Students with Limited English Proficiency, including migrant students, are tested in accordance with federal guidelines and their scores will be included in the accountability system to comply with NCLB.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.2 How does the State define “full academic year” for identifying students in AYP decisions?	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Status: Final Policy

Any student who is in membership in a school at the time of the 45-day enrollment count will be included in decisions about AYP if he or she was enrolled at the time of testing. This definition of a full academic year will be applied consistently statewide, and has been an administrative procedure of our state accountability system for the past few years.

Any student who is enrolled at the time of the 45-day enrollment count and remains through testing will be included in decisions about AYP for a district, even if he or she changed schools within the district. Also, any student enrolled in a South Carolina school district on the 45th day and tested in a school district within the state will be included in the State AYP results, even if he or she changed school districts within the State.

Accountability Manual, page 7

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p><u>Status: Final Policy</u></p> <p>The state will include all students in the AYP that have been in attendance at the same public school for the full academic year, following the definition of full academic year as cited in Critical Element 2.2. Even if students have changed schools within the district, his or her test results will be counted in the district AYP. The tracking of students will be achieved by running a match against the statewide database. This has been the practice in South Carolina for the past two years as required by the EAA.</p> <p>A student in an alternative school or multi-school special education program, for accountability purposes, is included in the school that maintains membership for the student. That may be the sending school or if the receiving school or program has individual school status, that school will be given the AYP status for the students who attend even if they come from multiple settings.</p>		

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?	The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts ³ and mathematics, not later than 2013-2014.	State definition does not require all students to achieve proficiency by 2013-2014. State extends the timeline past the 2013-2014 academic year.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

Attachment B provides a graphic depiction of the timeline for AYP to ensure that all students will meet or exceed the State's proficient level of academic achievement in English/language arts and mathematics, not later than 2013-14.

³ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

Attachment C provides a matrix that will be used in determining adequate yearly progress for each student subgroup, public school, and school district. Each public school and school district will be required to show that:

- each student subgroup met or exceeded the State's annual measurable objectives;
- each student subgroup had at least a 95 percent participation rate in the statewide assessments; and
- the school met the State's requirement for other academic indicators.

A uniform averaging procedure will be applied to both grades and years. The State will average the percent proficient across grades within a school building and district to determine AYP. The percent proficient will be calculated based on the number of tested students that were enrolled for a full academic year. The average will be calculated separately for English/language arts and mathematics. Additionally, the State will average the most recent three years of test scores (the two prior years' and the current year's scores) and compare the results to the current year's test scores. The highest score will be used to determine the district's/school's AYP status.

The safe harbor provision of NCLB will be applied whereby the public school or school district will be considered to have made AYP in any particular year the student subgroup does not meet the annual measurable objectives, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year:

- decreased by 10 percent of the percentage from the preceding public school year;
- that group made progress on one or more of the State's academic indicators; and
- that group had at least a 95 percent participation rate on the statewide assessments.

This information will be reported publicly through the report cards.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy (Grades 3-8)

Attachment B provides a graphic depiction of the timeline for AYP to ensure that all students will meet or exceed the State's proficient level of academic achievement in English/language arts and mathematics, not later than 2013-14. This timeline also indicates the State's starting point for calculating AYP using data from the 2001-02 school year as the baseline and establishing separate starting points for both English/language arts and mathematics. The starting points were established using the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level, the higher of the two options allowed by law.

South Carolina is currently under a timeline waiver for development of our high school assessment. Therefore, the decision was made to establish a single starting point for AYP in elementary and middle schools based on grades 3 through 8 achievement results.

Status: Working on Policy (High School)

In the Spring of 2003, South Carolina will administer a full-scale field test of our High School Assessment Program (HSAP). By timeline agreement with the USDE, we will use the data from the Spring 2003 administration to determine AYP for high school performance. The process and timeline for this work is as follows:

In Spring 2003, we will administer the HSAP. When scoring is complete (June 30, 2003), the data will be reviewed by a team of South Carolina educators and outside experts. Under the direction of a contractor, performance levels (1-4) will be established and cut scores will be set. This process will begin in July, with completion set for August 15. The school, district, and state level data will be used to determine the AYP status of high schools.

The process for establishing the separate high school starting point will be the same as that used for PACT performance in elementary and middle schools. The schools will be ranked, separately in mathematics and English/language arts, by percent scoring level 3 and above, lowest to highest. Beginning with the school with the lowest percent scoring at level 3 and above and counting upward, the starting point will be the school at the point of 20% of high school enrollment. It is not possible to show AYP charts for annual objectives or intermediate objectives for high school performance until August of 2003.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2b What are the State's annual measurable objectives for determining adequate yearly progress?</p>	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

Attachment B provides a graphic depiction of the timeline for AYP to ensure that all students will meet or exceed the State's proficient level of academic achievement in English/language arts and mathematics, not later than 2013-14. The timeline indicates annual measurable objectives consistent with the State's intermediate goals, establishing for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on PACT, the State's academic assessment. These annual measurable objectives will be the same throughout the State for each public school, each school district, and each subgroup of students.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress?	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> •The first incremental increase takes effect not later than the 2004-2005 academic year. •Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

The chart shown in Attachment D depicts the State's intermediate goals, ensuring that all students will meet or exceed the state's proficient level of academic achievement by 2013-14.

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

The Education Accountability Act of 1998, Section 59-18-100, included as a purpose of the system "to provide an *annual* report card with a performance indicator system that is logical, reasonable, fair, challenging, and technically defensible which furnishes clear and specific information about school and district academic performance and other performance to parents and the public." Reference is made to the response provided in Critical Element 3.2.

For school/district improvement identification purposes, the State has established consecutive years of failing AYP requirements to be predicated on failing the same subject (English/language arts or mathematics) for multiple years.

Accountability Manual, page 1.

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.1 How does the definition of adequate yearly progress include all the required student subgroups?</p>	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	<p>State does not disaggregate data by each required student subgroup.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

The new report cards will identify subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency. This information is collected by precode on the assessment sheets.

The definitions are:

Ethnicity Code

American Indian/Alaskan Native - The student has origins in any of the original peoples of North America and maintains cultural identification through affiliation or community recognition.

Asian/Pacific Islander - The student has origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or Indian subcontinent. This area includes for example: China, India, Japan, Korea, the Philippine Islands, and Samoa.

Black - The student has origins in any of the original racial groups of Africa (not of Hispanic origin).

Hispanic - The student is a person of Mexican, Puerto Rican, Cuban, Central or South America, or other Spanish culture of origin - regardless of race.

White - The student has origins in any of the original peoples of Europe, North America, or the Middle East (not of Hispanic origin).

Test Administration Manual, page A-10.

All other definitions including limited English proficient, disability, migrant, and economically disadvantaged (free and reduced lunch) are based on Federal law.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.	State does not include student subgroups in its State Accountability System.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

Public schools and school districts will be held accountable for student subgroup achievement including economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students. For counts below 40 in a subgroup at the school level, the performance of these students will be aggregated for consideration in district and/or State AYP determinations where the count is considered to be statistically reliable. (See Critical Element 5.5 for definition of minimum count.)

In determining whether each school, district, or the State meets the annual measurable objective (with the target being percent proficient and/or advanced), South Carolina will:

- calculate for each subgroup, and separately in English/language arts and mathematics, the percent of tested students who achieve the proficient level or higher;
- examine participation rates;
- implement a uniform averaging procedure (as detailed in Critical Element 3.2); and
- employ the safe harbor provision.

If students in any subgroup in a school or school district fail to meet the annual measurable objectives, the school or district will be determined to have made AYP provided:

- the percentage of students in that group below the State's proficient achievement level decreased by at least 10 percent from the preceding year;
- At least 95 percent were assessed; and
 - that group made progress on one or more of the academic indicators.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State's definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

Section 59-18-320(B) of the Education Accountability Act states:

“After review and approval by the Education Oversight Committee, the standards based assessment of mathematics, English/language arts, social studies, and science will be administered to all public school students to include those students as required by the 1997 reauthorization of the Federal Individuals with Disabilities Act and by Title I at the end of grades 3 through 8.”

“For students with documented disabilities, the assessments developed by the Department of Education shall include the appropriate modifications and accommodations with necessary supplemental devices as outlined in a student’s Individualized Education Program and as stated in the Administrative Guidelines and Procedures for Testing Students with Documented Disabilities.” Alternate assessments will be used as appropriate, and students with disabilities will be included fully in the State Accountability System.

Accountability Manual, page A-4

Students taking an off-grade level assessment as a specified modification determined by the individual student’s IEP team will have their performance counted as “below proficient” for AYP calculations. State law mandates the opportunity for off-grade level assessment. Currently, approximately five percent of our total number of students take off-grade assessments in English/language arts and about 4.4 percent are tested off-level in mathematics. Our numbers for alternative assessments are greatly reduced and constitute only about one-half of one percent of students tested. We acknowledge that these students are working at less than proficient at the grade level to which they would otherwise be assigned. However, they are involved in standards aligned assessments that yield more useful information to teachers and parents—information that can be used to assist in the students’ academic growth. The system we propose does not provide an advantage to schools nor does it encourage over-identification or ‘misplacement’ of students; it does result in useful assessment data.

Extended standards will be applied to alternate assessments. The scores for students with disabilities who take the alternate assessment will be included in the assessment data in the accountability system within the parameters defined by federal statute and regulations. For this year only, South Carolina requests permission to apply the proposed March regulations which state the percentage of students held to alternate achievement standards (through the alternate assessment) at the district and the state levels will not exceed 1.0 percent. After the regulations are final, South Carolina will follow the regulations.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?</p>	<p>All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	<p>LEP students are not fully included in the State Accountability System.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

The Education Accountability Manual states “students with Limited English Proficiency are only tested in accordance with federal guidelines.”

With less than one percent of the State’s school population comprised of limited English proficient students and 50 different languages spoken, it is not practicable for South Carolina to develop native language assessments. For AYP purposes under Title I, all LEP students in the State will be assessed on the PACT with or without accommodations, as appropriate, in order to meet the 95 percent assessed requirement. These results will be included in the accountability system as required by NCLB. Results for groups less than 40 will only be applied at the school district or State level where the numbers yield statistically reliable results.

South Carolina defines limited English proficient (LEP) as a student who has a primary language other than English and is not proficient in listening, speaking, reading, writing, or comprehension in the English speaking classroom as determined by a language assessment instrument. (Testing proficient for three years is required to exit LEP status.) This definition applies to both Title I and Title III.

Currently, districts in South Carolina mainly use the Idea Proficiency Test (IPT) or the Language Assessment Scale (LAS) as their language proficiency instrument. In a few districts, the Woodcock-Muñoz and the Language Assessment Battery (LAB) are being used.

South Carolina is a member of the Limited English Proficient/State Collaborative on Assessment and Student Standards (LEP/SCASS). We plan to administer the Language Proficiency Test under development by LEP/SCASS as soon as it is available. Since there are no performance levels on the proficiency tests currently in use, the State’s definition of language proficiency is tied to the scale established by each individual test publisher.

Due to the lack of a consistent language proficiency test across the State, South Carolina has set the criteria to exit LEP status as:

- students no longer meeting the definition of LEP;
- students no longer participating in ESOL classes nor receiving mainstreamed services (one to four hours of instruction per week of supplemental English-language services);
- students who have tested proficient on the language proficiency test for three years consecutively; and,
- students who have tested proficient once, at a minimum, on the State’s PACT assessment.

These students will be classified as LEP for Title I (for both AYP and reporting) and Title III purposes.

It is a concern of our State that students testing proficient for less than three years on the proficiency test may not be performing at an English proficiency level to meet the proficiency level on the State's regular content-based assessment. We are particularly concerned about the non-English speaking students that must be assessed on the State's content assessment.

Once the new assessment under development through LEP/SCASS is implemented and we know the language proficiency levels of that assessment, we would like to revisit the definition of an LEP student.

In summation, Limited English Proficient students will be included in both Title I and Title III until they score at the proficient level on our test of English proficiency for three consecutive years. This is consistent with Section 9101(25) of the NCLB Act which includes, as a part of the definition of limited English proficient:

...an individual whose difficulties in speaking, reading, writing, and understanding the English language may be sufficient to deny the individual –

- the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3);
- the ability to successfully achieve in classrooms where the language of instruction is English; or
- the opportunity to participate fully in society.

South Carolina believes scoring at the proficient level three consecutive years is evidence that students have overcome difficulties in speaking, reading, writing, or understanding the English language.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

⁵ The minimum number is not required to be the same for reporting and accountability.

Final Policy

For reporting purposes, but not for determining AYP, South Carolina will employ a minimum size of 10 for all subgroups, provided anonymity of students is maintained.

For AYP calculations, the minimum group size for accountability will be set at 40. Students enrolled at the time of testing are required to be tested. Those who were enrolled on the 45th day of school and remain enrolled through testing will be counted for AYP purposes.

The probability of error associated with each group decision and the probability of error in the school decision increases as the number of groups for which the school is accountable increases. Consistent with the draft reports from the State Collaborative on Assessment and Student Standards on “Making Valid and Reliable Decisions in Determining Adequate Yearly Progress,” we find that there is a tradeoff between increasing the reliability of decisions and including the maximum number of schools and subgroups in the accountability system. South Carolina has assessed grades 3-8 with PACT for the last five years. A review of the data indicates that the minimum group size of 40 for AYP decisions gives the best balance between reliability of decisions and increasing the maximum number of schools in the accountability system.

The minimum number for a subgroup will be 40 in response to the following issues particularly relevant to our state:

- Fairness in assessing students with disabilities – The larger group size is designed to compensate for the heterogeneity of this subgroup, the extensive use of accommodations in assessing students with disabilities, and the substantial variation in identification rates for this population.
- LEP population – South Carolina is not required to administer State assessments in other languages.
- Fairness to small schools and districts – The use of an N size of 40 allows for balance between reliability of decisions and the maximum number of schools in accountability.

Also, the use of a single minimum number has the advantage of being easily understood by the public and easily implemented.

Results of small groups will be rolled up to the school district or State level for reporting and accountability purposes, provided the numbers are sufficient to be considered statistically reliable at those levels.

Proposed South Carolina State Board of Education Regulation and

Accountability Manual, page 44.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁶	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

As noted in Critical Element 5.5, in order to protect student privacy, no student groups will be reported that contains fewer than 10 students. The SDE will review the preliminary results and, for groups above 10, the information will not be reported if all of the students score at the same proficiency level. In these instances, the results will be aggregated.

For adequate yearly progress purposes as described in Critical Element 5.5, an N of 40 will be used.

The results for small groups will be rolled up to the school district or State level for reporting and accountability purposes, provided the numbers are sufficient to be considered statistically reliable at those levels.

Accountability Manual, page 44.

For the few state schools whose N size is less than 40, data across three years will be used to determine adequate yearly progress to the extent possible.

⁶ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student's parents, any personally identifiable information contained in a student's education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments?	<p>Formula for AYP shows that decisions are based primarily on assessments.⁷</p> <p>Plan clearly identifies which assessments are included in accountability.</p>	Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

The AYP formula will be based primarily upon meeting the State’s annual measurable objectives for each grade on PACT in both English/language arts and mathematics. Each subgroup must also meet this requirement.

The other indicators to be applied for AYP at the school and LEA level will be attendance at the elementary and middle school levels, and graduation rate at the high school level. Criteria for meeting these indicators are outlined in subsequent sections. Additionally, 95 percent of the students enrolled in each of the subgroups must have taken the State assessments.

For schools with a combination grade span (middle and high school grades), the school indicator applied will be based upon the category for the majority of grades housed in the school or what the school is named.

⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the safe harbor clause⁸ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

⁸ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

Status: Final Policy

DEFINITION:

General

The indicator reports the percentage of original ninth grade students who earn standard high school diplomas who graduate in four years or less (i.e., on time).

Formula

School/District

1. Student Count

9th Grade Student Count for school year beginning 4 years before year of graduation

(Count is taken from the 9th grade Master Classification List.)

Subtract 9th grade repeaters

Subtract all students who transferred out of school/district

Add all students who transferred into school/district

Equals Total Number of Students

2. Diplomas

Number of students receiving regular diplomas in four years

Equals Total Number of Diplomas

3. Graduation Rate

Divide (Step Two by Step One)

All IEP non-diploma track student counts will be included. GED will not be included.

Procedures:

Collected by:

State Department of Education, Office of Research

Reported by:

School Districts

Timeframe:

190 Day – Available 2003

Addendum: After Summer School

It is the goal of South Carolina to have a 100 percent graduation rate by 2013-14. Progress toward this goal will be monitored at the individual high school level. Using the current graduation rate as the baseline, each high school will meet AYP annually if they show improvement from the previous year's graduation rate.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

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CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
7.2 Are the State's academic indicators valid and reliable?	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

The State will use attendance as the additional academic indicator for both elementary and middle school. This indicator will serve as an additional indicator in the aggregate for AYP. It will be disaggregated, as necessary for use when applying the safe harbor clause to make AYP.

Attendance rate is defined on page C-18 of the Accountability Manual, as detailed in Critical Element 7.3. Attendance information is collected through the SASI student data system. An initial base rate will be established by examining 2002 attendance data and setting the threshold at the rate for the school at the top of the bottom quintile, when schools are ranked from lowest to highest attendance rates. This will set a high standard for the state since the base rate is established at 95.3 percent, which is above the national average for attendance. The variance between highest and lowest attendance rates at elementary and middle schools is relatively small, less than five percent total variance from attaining a perfect 100 percent attendance rate. Establishing the base target point at the top of the bottom quintile allows room for growth without causing schools to strive for unrealistically high rates. Illness and absence from school are realities for elementary and middle schools. The goal is to maintain as high an attendance rate as possible without expecting students who are truly ill to attend schools. Schools meeting or exceeding the base rate will meet AYP for attendance purposes.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
7.3 Are the State's academic indicators valid and reliable?	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

The additional indicator, attendance, is considered to be valid and reliable. Attendance will be applied across the board to all elementary and middle schools, consistently within grade levels. The academic indicator of attendance is considered to be consistent with nationally recognized standards. A State target attendance rate will be established as described in Critical Element 7.2. All schools will be required to meet this target in order to demonstrate achievement within this cell of the matrix. The formula for calculating attendance and the data source follow:

Formula for Student Average Daily Attendance

DEFINITION:

General

This indicator reports the average number of students present on each day.

Formula

Step 1.

Determine the total number of days present for students in the school on the 135th day.

Step 2.

Divide this amount by the number of days students were enrolled at the school.

Procedures

Collected by the State Department of Education, Office of Finance.

Reported by the School District Financial Reports.

Timeframe:

135 Day

Accountability Manual, page C-18.

To validate the attendance data, the Department will review schools and districts that report an attendance rate three or more percentage points from the state median. The Department matches data sets to establish the numbers used to calculate graduation rates.

PRINCIPLE 8. AYP is based on English/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.⁹</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

The State AYP determination for student subgroups, public schools and LEAs separately measures English/language arts and mathematics as evidenced by the attachments setting separate baselines, annual measurable objectives, and intermediate goals. AYP is a separate calculation for English/language arts and mathematics for each group, public school, and LEA.

⁹ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

The use of uniform averaging and comparing the average to the most recent year's results adds to the reliability of AYP determinations. Also, predicating consecutive years of failing AYP on failing the same subject (English/language arts or mathematics) for multiple years will add to reliability measures.

The method for determining an acceptable level of reliability (decision consistency) for AYP decisions is based in the Education Oversight Committee's "responsibility for annual and longitudinal reviews of the accountability system.

The annual Reviews shall address the following:

- The format and readability of the school and district report card;
- Public and professional access to the report card and their use of it;
- Patterns within the data reported;
- Identification of potential data sources to increase understanding of school processes and results;
- Accuracy in data reporting and analyses;
- Study of the performance of subgroups of the student population; and
- Other elements as identified by policymakers.

The Longitudinal reviews of the accountability system shall address the following:

- Use and misuse of the system;
- Intended and unintended consequences;
- Validity of the ratings methodologies and categorical definitions;
- Impact of the system on student, school, district, and state performance;
- Other studies as identified by policymakers."

Accountability Manual, pages 49-50.

The State has determined decision consistency to be within the range deemed acceptable to the State, meeting professional standards and practice. The State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions. The State updates analysis and reporting of decision consistency at appropriate intervals.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

A significant first responsibility of the state agency is to insure the validity and reliability of statewide assessments. Details of the state's accounting procedures can be viewed in the annual technical documents for each of the statewide assessments, including the administrator's manuals (www.myschools.com/assessment/publications/manuals2.htm).

Beyond these procedures it is the state's responsibility to have a valid process for making AYP decisions. Those procedures include the following safe guards. The State Department of Education will provide the first analysis of data. Following this, safe harbor provisions will be applied. The State will notify schools and districts of their preliminary results for AYP. Two weeks will be allowed for districts and schools to submit a written appeal of the accountability decision. The procedures are similar to those already in place under the EAA. The SDE notifies the school or district of missing data or of questions regarding computations, and then the corroborating information is supplied by the district on the Ratings Review Template. The appeal will be reviewed and a determination will be made to allow for school and district improvement notification within 30 days as required by NCLB.

"The State Department of Education conducts procedures to ensure that student performance on the PACT is measured properly and that accurate data are collected. Data used to rate schools and districts will undergo routine screening before the release of accountability results."

"The State Department of Education is responsible for the data collection and printing of the annual school and district report cards. This work includes analyses checking for incomplete results or data, inconsistency with assessment results and other anomalies."

Accountability Manual, page 49.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹⁰</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

¹⁰ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

Status: Final Policy

Cyclical review of the standards is currently on a four-year cycle, as mandated by the state's EAA. A proposal is presently being considered by the General Assembly to change this to a seven-year cycle. Changes to the standards will necessitate efforts to maintain the alignment of the assessments. By state law, these processes will undergo both Department and Education Oversight Committee review. Though changes to the initial cut scores have not been necessitated by the cyclical reviews completed to date, procedures are in place to address such a necessity.

The process for accommodating changes in the standards and assessments used in our current EAA system are outlined on pages 38, 58-59 of the Accountability Manual. This process demonstrates our current procedures and our cognizance that planning for inevitable changes and smooth transitions is an important factor in the success of an accountability system.

Additionally, all new and reconstituted public schools (defined as a school having a change in the grades served such as a reconstitution of grade levels or an aggregation of grade levels, not a school in school improvement) will be held to the annual objective of AYP at the conclusion of their first full year of operation. The State Plan will be reviewed periodically, at least on an annual basis, to address any changes related to assessments or district/school issues that may impact the State Accountability System, thereby allowing unforeseen changes to be quickly addressed.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

The current State Report Card, shown in Attachment A, demonstrates that South Carolina already has a procedure in place to determine the number of absent or untested students (by subgroup and aggregate). Further, the State has a procedure to determine the denominator (total enrollment) for the 95 percent calculation (subgroup and aggregate). A policy has been developed to hold all public schools and school districts accountable for reaching the 95 percent assessed goal with the 2003 test administration. Students using off-level testing will be included in participation counts.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p><u>Status: Final Policy</u></p> <p>The State has a policy in place for the 2003 PACT administration that all students must be assessed, and they must be included, as required by NCLB, for reporting purposes on the State report card. The allowances for 95 percent assessed and for small size when the group is less than 40 will be incorporated into State procedure.</p>		

Appendix A

Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

ATTACHMENT A

State Report Card for the 2001-02 School Year

State Scores by Demographic

	English/Language Arts							Mathematics						
	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	Number Tested	% Not Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
ALL STUDENTS	291380	1.1	25.3	43.6	27.4	3.8	31.2	291715	1	31.8	39.6	17.3	11.3	28.6
Male	147894	1.4	29.9	43.3	24.2	2.6	26.7	148164	1.2	32.6	38.5	17.1	11.8	28.9
Female	143486	0.9	20.5	43.8	30.7	5	35.7	143551	0.8	31	40.7	17.5	10.8	28.3
White	161803	0.7	15.2	41.9	36.9	6	42.9	161955	0.6	19.6	40.1	23	17.3	40.2
African-American	121176	1.5	38.8	45.9	14.5	0.8	15.3	121343	1.3	48.4	38.9	9.7	3.1	12.7
Asian/Pacific Is.	2591	1.2	12.4	35.5	41	11.2	52.2	2596	1	12.2	31.1	24.8	31.9	56.7
Hispanic Am.	4923	4.4	30.6	45	22.6	1.9	24.5	4934	4.2	34.4	41.8	15.4	8.3	23.7
Indian/Alaskan	736	1.3	26.2	45.4	25.1	3.3	28.4	737	1.2	32.8	40.3	15.9	11	26.9
Not Disabled	248278	1.1	20.5	44.9	30.2	4.4	34.6	248441	1.1	26.9	41.2	19	12.9	31.9
Disabled	43102	1.3	52.6	36	11.1	0.3	11.4	43274	0.9	59.8	30.5	7.3	2.4	9.7
Migrant	133		45.1	39.1	14.3	1.5	15.8	133		45.1	45.1	6	3.8	9.8
Non-migrant	278363	1.1	25.3	43.6	27.4	3.8	31.2	278690	1	31.8	39.5	17.3	11.4	28.7
Limited Eng. Prof.	1177	1.9	52.8	34.9	12.1	0.3	12.3	1184	1.3	49.7	35.8	9.5	5.1	14.5
Non-LEP	278340	1.1	25.2	43.6	27.4	3.8	31.2	278648	1	31.8	39.5	17.3	11.4	28.7
Subsidized Meals	147384	0.5	36.7	46.6	15.8	0.9	16.7	147608	0.3	44.6	40.2	11.1	4	15.2
Full-Pay Meals	142186	0.2	13.1	40.5	39.6	6.8	46.4	142305	0.1	18.2	39	23.8	19	42.8

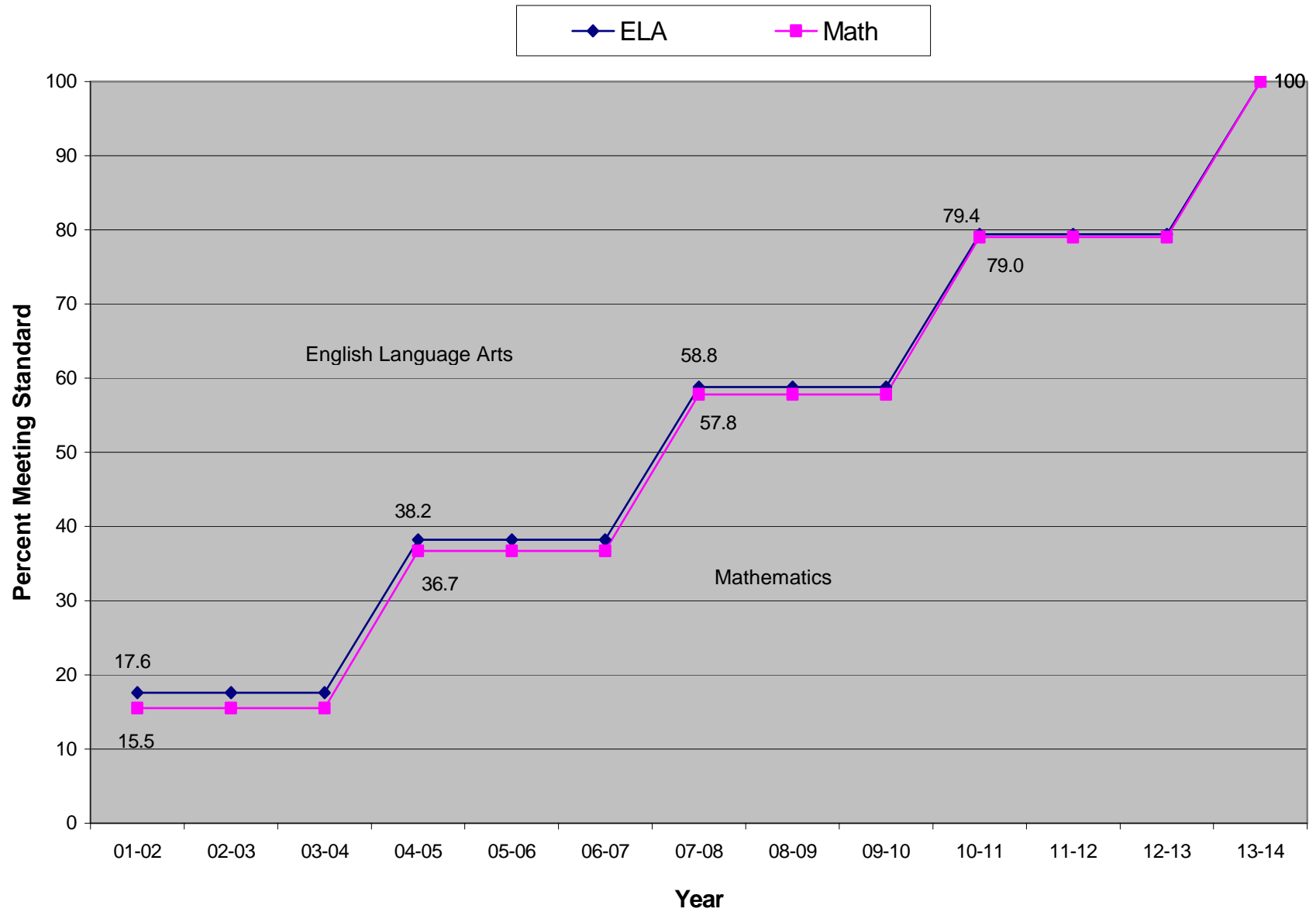
ATTACHMENT B

ADEQUATE YEARLY PROGRESS

ESTABLISHED STARTING POINTS FOR AYP

**ANNUAL MEASURABLE OBJECTIVES FOR MEETING AYP
BY THE 2013-14 SCHOOL YEAR**

Adequate Yearly Progress Objectives for S.C. Schools



ATTACHMENT C

SAMPLE MATRIX FOR CALCULATING AYP

**NCLB
Targets For AYP**

NCLB Targets For AYP

AYP Subgroups	AYP TARGETS					NUMBER OF TARGETS TO MEET
	MATH	AT LEAST 95% TESTED	LANGUAGE ARTS	AT LEAST 95% TESTED	OTHER INDICATOR	
All Students	√	√	√	√	√	21
White Students	√	√	√	√	Not Applicable*	
African-American	√	√	√	√		
Low Economic Status (free/reduced lunch recipients)	√	√	√	√		
Students with Disabilities	√	√	√	√		
Limited English Proficient	√	√	√	√		25
Each Additional Ethnic Group	√	√	√	√	29+	

All subgroups must meet the math and language arts targets and the minimum of 95 percent tested target for adequate yearly progress (AYP).

Each student is counted in all appropriate subgroups. A minimum number of students is required for a subgroup to be disaggregated.

* If a school or district meets AYP by using the safe harbor provision, the subgroup(s) meeting safe harbor also must meet the other indicator target. The number of targets is increased accordingly.

ATTACHMENT D

INTERMEDIATE GOALS FOR AYP

AYP Intermediate Goals for S.C. Schools

